



**Alaska Alternate Assessment  
Writer Rating Study Final Plan  
2011-13**

**September 8, 2011**

## Writer Rater Study Final Plan, 2011-2013

**Phase 1 - Summer 2011:** DRA will produce a revised manual over the summer to clarify the rules for mentor trainings in September and October 2011.

- The manual will be called: *2012 Writing Scoring Manual*
- The October 2010 Writing Scoring Training booklet will serve as the foundational document.
- Scoring rules and scoring keys will be clarified and systematized using the following strategies:
  - Address CWS first in the manual, as it is conceptually less difficult to understand
  - Insert total points possible as a reference point for all relevant examples
  - Add a Maximum Number of Points rule to CWS and CLS
  - Condense rules for streamlining (e.g., capitalization and punctuation rules for CWS are combined; omission and insertion rules for CLS are combined)
  - Provide definitions of critical terms (e.g., syntax, semantics)
  - Provide examples that are clearly related to the rule (e.g., syntax rule example is really about the structure of the sentence)
  - Provide additional examples that more clearly elucidate the range of student responses across all writing scoring areas (CWS, CLS, and Ideas & Organization)
  - Provide new examples for the CWS and CLS Scoring Keys, as well as exemplars for the Ideas and Organization section
  - For CWS, develop a “miscellaneous” category that includes atypical and peripheral decision rules, such as how to handle slang, numerals, dates, etc.
  - Develop a “Notes to the Field” section which explains how the approach to scoring writing we’ve established may not match all approaches that are published, with specific examples. Scoring consistency will be emphasized.
- DRA will weave additional examples and practice items from pages 17-21 of the *Using CBM for Progress Monitoring in Written Expression and Spelling* document, published by the Fuchs, as well as from selected slides from the accompanying PowerPoint presentation.
  - DRA will provide a link to the Fuchs’ progress monitoring resources within the manual
- The *2012 Writing Scoring Manual* kernel will be made available to EED for input by August 1, 2011.
- Input incorporated into the VF manual will be articulated across training documents and online applications prior to September 2011’s New Mentor training.
- DRA provides a detailed logistics timeline for QAs and QTs below as part of Phase 2, defining issues such as:
  - Collecting student materials and scoring protocols
  - Packaging secure test materials
  - Mailing test materials to DRA (where, when, how)

**Phase 2 - April 2012.** DRA will collect AKAAs writing protocols and student materials at the conclusion of the 2012 testing window utilizing the *AKAA Read-Behind Scoring Study in Writing 2012* plan elaborated below. The plan has two components. First, the Materials Collection and Submission process is elaborated. Next, the process that will be followed for the analysis of the

materials and the reporting of results is defined. DRA will conduct baseline analysis of rater scoring of real student work and provide a summary report to EED.

- EED will request input from the field regarding unusual or atypical writing scoring examples during trainings.
- All input incorporated into the *VF 2013 Writing Scoring Manual* will be articulated across training documents and online applications prior to September 2013's New Mentor training. All updates will be considered through the lens of scoring consistency.
- EED may choose to add queries to the Consequential Survey.

### ***AKAA Score-Behind Study in Writing 2012***

#### ***Materials Collection and Submission Process***

During the spring of 2012, DRA will conduct a study of the reliability in scoring Alaska Alternate Writing Assessments.

All grade 8 and grade 10 writing scoring protocols and student materials will be collected and double-scored by centrally trained scorers.

#### **Do NOT shred grade 8 and 10 Writing Test Documents.**

- 1) Districts will collect all Alternate Writing Assessment scoring protocols and student materials for students in grade 8 and 10. At the close of the testing window (April 9 –13, 2012), districts will send the test materials:

- a. **Districts with a FedEx office** will send the materials via Fed Ex Ground (the green form) to DRA:

Attn: Kim Sherman  
29087 Gimpl Hill Road  
Eugene, OR 97402  
PH: 503-910-6172

Label Section Instructions:

3. Residential Delivery Address

4. No Signature Required

6. Payment *Bill to:* Recipient Account: **188330428**

- b. **Districts without a FedEx office** will send the materials via certified US Postal Service.

Attn:  
Kim Sherman  
PO Box 728  
Eugene, OR 97440

PH: 503-910-6172

Affix a sticker to the mailer:

**CONFIDENTIAL**  
**Secure Test Materials**

These districts will be reimbursed by DRA for the cost of shipping the materials. By March 15, 2012, details regarding requesting reimbursement, forms, return mailing labels and orange Confidential Labels will be sent to DTCs in districts with students enrolled in the Alternate Assessment

- 2) EED will inform district test coordinators regarding the steps required in collecting and shipping all grade 8 & 10 writing scoring protocols and student materials.
- 3) Mentors will ensure that their protégés' student caseload and demographic information is entered into the online system: <https://ak.k12test.com/> by February 17, 2012.
- 4) DRA will follow up with email to teachers with 8<sup>th</sup> and 10<sup>th</sup> grade students throughout the testing window to remind them to save the writing test materials, and to DTCs to mail / FedEx the materials to DRA at the close of the testing window.

### ***AKAA Score-Behind Study in Writing 2012***

#### ***Analysis***

DRA proposes a study in which an independent, centralized, and trained test administrator re-scores student writing protocols collected from teacher judges in the field.

#### ***Data Analysis***

Data analysis will focus on two score metrics: Correct Word Sequence (CWS) and Ideas and Organization (I&O).

The primary analysis of CWS will focus on agreement between two judges: (a) the teacher judge who administered and scored the test in the field and (b) the central trained judge who scored behind. The primary statistic for objective items will be percent of exact agreement by task within grade level. For subjective tasks, percent agreement will be calculated by dividing the smaller number into the larger number to compute an index of agreement. To ascertain this index, however, two other indices will be calculated to determine whether the smaller or larger values came from the teacher judge in the field or the central trained judge: (a) the number of times each type of judge was the lower value and (b) the average and standard deviation for each type of judge. All of these statistics (agreement, count, and mean-standard deviation) will be calculated by task.

Analysis of Ideas and Organization will calculate the percent of exact agreement, percent of scores within one point between field-based QA and the central trained judge, and percent of agreement between “meets” and “does not meet” determinations in I&O.

#### **Phase 3 - Fall 2012: Retrain mentors in September and October 2012**

- The *2013 Writing Scoring Manual* will be updated and distributed using input from the field regarding unusual or atypical scoring responses, as well as information gathered from the writing sample and scoring protocol review conducted in April 2012. All updates will be considered through the lens of scoring consistency

**Phase 4 – March 18-22, 2013:**

- Up to 25 teachers who will administer the Alaska Alternate Writing Assessment to students in two grade levels to be determined based upon contemporary analysis will be selected for a score-behind and observation study of administration and scoring of the alternate writing assessment. Using the <http://www.eed.state.ak.us/stats/QuickFacts/ADM.pdf> website and the February 2013 student demographic data entry, DRA will select three large districts and three small districts for observation. Two researchers from DRA will travel to Alaska to conduct the observations in person on March 18-22, 2013. Each researcher will rate an average of 2.5 students per day for five days, for a total of up to 25 teacher observations.
- Similar to the score-behind study, the analysis of CWS will focus on agreement between two judges: (a) the teacher judge who administered and scored the test and (b) the on-site trained judge who scored along with the teacher. The primary statistic for objective items will be percent of exact agreement by task within grade level. For subjective tasks, percent agreement will be calculated by dividing the smaller number into the larger number to compute an index of agreement. To ascertain this index, however, two other indices will be calculated to determine whether the smaller or larger values came from the teacher judge or the on-site trained judge: (a) the number of times each type of judge was the lower value and (b) the average and standard deviation for each type of judge. All of these statistics (agreement, count, and mean-standard deviation) will be calculated by task.
- Analysis of Ideas and Organization will calculate the percent of exact agreement, percent of scores within one point between QA and the on-site trained judge, and percent of agreement between “meets” and “does not meet” determinations in I&O.
- Teacher judges will be interviewed to gather information regarding differences in both objective and subjective measures. Permission to record these interviews will be requested so that transcripts can be created.

***Ongoing systems improvement***

- The *2014 Writing Scoring Manual* will be updated and distributed using information from the March 2013 score behind and observation rater study. All updates will be considered through the lens of scoring consistency.

For all phases, DRA will align training to online training, documents, EOAs, and proficiency and refresher tests.